Increase our students’ attendance rate through the coordinated efforts of administration, guidance, our human relations specialist, teachers and parents.

Support professional development through the continued use of funds issued by our Article 31 committee, which will ensure the accomplishment of our goals as stated in our school’s strategic plan.

Create a school-wide emphasis on character building, which will lead to greater success for all students.

Develop a more unified community of learners involving administration, teachers, students, parents and remaining staff members.

Enhance students’ reading, writing, problem solving and communication skills across the content areas through the use of teaching strategies and appropriate technology as a tool for teaching and learning.

### Suspensions

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Out-of-School Suspensions</th>
<th>In-School Suspensions</th>
<th>Alternate Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assault</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>2. Fighting</td>
<td>91</td>
<td>3</td>
<td>0</td>
<td>94</td>
</tr>
<tr>
<td>3. Weapon Possession</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>4. Sale of Controlled Substance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Possession with Intent to Sell</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Possession (under influence)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Disorderly Conduct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Threat/Intimidiation</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>9. Tobacco-Possession or Use</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. Vandalism</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11. Larceny</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>12. Other</td>
<td>134</td>
<td>118</td>
<td>0</td>
<td>252</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>325</strong></td>
<td><strong>123</strong></td>
<td><strong>0</strong></td>
<td><strong>448</strong></td>
</tr>
</tbody>
</table>

### Grievances

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Grievances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Insufficient Materials</td>
<td>0</td>
</tr>
<tr>
<td>2. Too Many Students in Class</td>
<td>0</td>
</tr>
<tr>
<td>3. Physical Environment</td>
<td>3</td>
</tr>
<tr>
<td>4. Sale of Controlled Substance</td>
<td>0</td>
</tr>
<tr>
<td>5. School-level Administrative Decisions</td>
<td>0</td>
</tr>
<tr>
<td>6. Other</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

**Selected school indicators**

<table>
<thead>
<tr>
<th>Reason</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Span of Responsibility</td>
<td>84</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>2. Teacher Attendance (%)</td>
<td>97</td>
<td>96</td>
<td>97</td>
</tr>
</tbody>
</table>

? School did not supply this information.

**Did this school DECREASE low-level performance and INCREASE student proficiency?**

**Performance progress**

- Percent of students in lowest performance levels
- Percent of students demonstrating proficiency

Baseline: Cumulative '98-'99
Current: Cumulative '00-'01

**Progress Summary**

This is a **low performing** school.
Currently this school is **not improving**.